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ABSTRACT

The Des Moines Plan (DMP) is described, which is a comprehensive kindergarten through grade 12 program designed to improve and strengthen students' reading, writing, and mathematics skills. The program was implemented during the fall semester of the 1986-87 school year. The DMP adopted the instructional model implemented by the Chapter 1 program as its design. The DMP includes four major components: (1) a kindergarten program; (2) a first- through 12th-grade reading/writing and mathematics laboratory program; (3) alternative curriculum within the DMP structure; and (4) in-service training. Students in the laboratory programs are provided with small group instruction (in addition to that provided in the classrooms), which uses alternative strategies and materials to encourage success for all students. The Kindergarten Enrichment Program provides half-day enrichment classes in addition to the regular kindergarten program. The K-1 Transition Program provides reinforcement for students not yet ready for the first grade in the form of an additional year of instruction. A total of 5,979 students from 68 schools were served by the DMP programs as of April 30, 1990 for the 1989-90 school year. Specific needs, budgeting information, and staffing data are discussed. The responsibilities of each program's administrators are outlined; current year goals and objectives for the programs are discussed; and the process, product, and future plans are summarized. Nine data tables and three pie graphs are included. (RLC)

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THE DES MOINES PLAN

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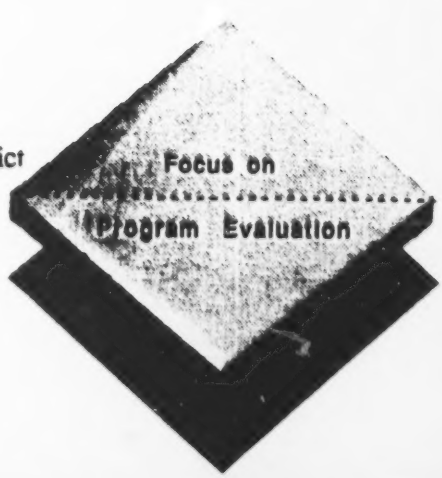

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ABSTRACT

PROGRAM DESCRIPTION

The Des Moines Plan is a comprehensive K-12 Program designed to improve and strengthen reading, writing and mathematics skills. The program was implemented during the fall semester of the 1986-87 school year. Students in the lab programs are provided with small group instruction that is supplemental to that provided in the classroom, but in which alternative strategies and materials are used to encourage success for all students. The Kindergarten Enrichment Program provides half day enrichment classes in addition to the regular kindergarten program. The K-1 Transitional Program provides reinforcement for students not yet ready for first grade in the form of an additional year of instruction. There were 5,979 students served in Des Moines Plan programs as of April 30, 1990 for the 1989-90 school year.

NEEDS

— Continue to make growth at all grade levels as indicated by increased scores on ITBS, increased attendance and improvement in students' attitude toward school and learning;
— Continue to work with the Department of Research, Evaluation and Testing to computerize the record keeping system and refine the test data retrieval system;
— Reduce the amount of testing by coordinating with the district testing for evaluation. Complete the norming of the objective based tests to the ITBS so that in the 1990-91 school year we will only test with the spring objective based test; and
— Work cooperatively and coordinate with the needs of all students at risk(Special Education Pilot, K-1 Pilot, In-class Pilot).

BUDGET

There are six sources of funding for the Des Moines Plan: the Educational Improvement Grant, Dropout Prevention, Budget Review, Chapter II, Chapter I and district general fund. The total allocation for all programs for the 1989-90 school year was $5,527,220. As of March 31, 1990, total expenditures were $3,295,350.

TOTAL STAFF

During the 1989-90 school year, the Des Moines Plan staff consisted of the following fulltime equivalent positions: Supervisor (1.0), Coordinator (1.5), Teachers (140.7), Associates (11.5), Consultants (3.6), Evaluators (1.5), and Clerical (4.0).

RESPONSIBILITY STATEMENTS

Des Moines Plan Supervisor: To provide leadership for a quality instructional program for students having difficulty in reading, writing and mathematics.

Des Moines Plan Coordinator: To support and assist principals and teachers in implementing program goals and objectives.

PROCESS SUMMARY

The programs of the Des Moines Plan strive to assist students in:
— succeeding at an early age;
— improving self concept;
— reducing the occurrence of retention and dropout;
— improving attendance;
— improving self concept and attitudes toward school; and
— improving academic achievement
An extensive staff in-service program provides opportunities for teachers to receive additional information and training related to teaching strategies and teaching for mastery. In addition to scheduled in-service sessions which appear on the in-service calendar, teachers are encouraged to visit other lab programs, attend appropriate local or regional meetings and conduct in-service sessions for building staff and community.

PRODUCT SUMMARY

A longitudinal study identifies a group of students as a "baseline" and then measures changes in specified variables over a period of time. The longitudinal study for the Des Moines Plan begins with students served during the first year of the program (1987-88). Major findings at this time include the following:
— Generally, students served for one year in the reading lab increased their scores on the ITBS reading test during 1987-88 and then maintained or increased scores during the years following exit. None of the grade level averages for students served two consecutive, three consecutive and two non-consecutive years showed continual increases in scores, but approximately three-fourths of the students in the grades tested have an ITBS reading subtest score at their last time of testing, higher than the score received during fall 1987.
— Students who were served in the mathematics lab for one year only, generally increase their scores at every testing of ITBS. About one half of the math lab students in each grade level, kindergarten through eighth served two consecutive, three consecutive and two non-consecutive years, continually increased their ITBS mathematics composite scores at each testing time.

Analysis of information from 1989-90 performance and process objectives from the Des Moines Plan are not complete at this time. Information submitted at the end of the 1988-89 school year indicated the following:
— Teachers were continuing to maintain a high level of communication with parents as evidenced by all program objectives in this area being met during 1988-89.
— Attendance of Des Moines Plan students in both reading and mathematics labs improved from the previous year (1987-88). Data also showed a narrowing in the gap between the attendance rate of program and non-program students.

FUTURE PLANS SUMMARY

Future planning for The Des Moines Plan includes the following:
— Early Childhood Grants emphasizing developmentally appropriate curriculum with small class size for Kindergarten, first and second grades;
— Implementation of reading in the content area of social science in grade 5;
— Measurement of attitude and self concept of all lab students as opposed to only those at middle and senior high schools;
— Efforts to improve coordination between classroom, Des Moines Plan and other special program teachers; and
— Efforts to increase the amount of inservice for classroom teachers on strategies of teaching and learning for students with special needs.

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DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

PROGRAM PHILOSOPHY

All students can learn but learn in different ways and bring different experiences to the learning environment. Diagnosis of individual strengths and weaknesses will provide information for instruction.

Reading/Writing

Reading and writing are integrated processes based on language development. Students will be given opportunities to participate in an integrated language process involving reading, listening, writing, and speaking. These language processes are active and are to be whole, functional and meaningful. Skills shall be enhaced in the context of their uses. Higher order thinking skills will be developed within these processes. Students learn to write in two ways: 1) by writing, and 2) by reading good writing.

Mathematics

Mathematics is of the utmost importance to the education of all children, not only for its utilitarian values, but also for its use in teaching logical thinking and problem solving.

Computational facility is important, but math basic skills go beyond computation to include logical thinking and problem solving in the following areas: estimation, geometry, measurement, probability, graphing, proportion, and percent.

Achievement in mathematics is improved when:

- — models are used by students as well as by the instructors.
- — teacher expectations are high.
- — teaching techniques help students to understand concepts.
- — understanding precedes drill.
- — instruction is planned to meet students' needs.
- — instruction is based on sequential learning objectives.
- — parent involvement and interest are high.
- — teaching objectives for mathematical skills go beyond computation to include problem solving applications.

RESPONSIBILITY STATEMENTS

Des Moines Plan Supervisor

The responsibility of the Supervisor of the Des Moines Plan is to provide leadership for a quality instructional program for students having difficulty in reading, writing and mathematics.

Organizational Tasks

1. On-going review of research, trends and effective practices for at-risk students.
2. Planning of Des Moines Plan structure, curriculum and evaluation.
3. Implement and administration of the Des Moines Plan (personnel, materials, in-service, evaluation and funding).
4. Communication with staff, principals, students, parents and community.

Des Moines Plan Coordinator

The responsibility of the Des Moines Plan Coordinator is to support and assist principals and teachers in implementing program goals and curriculum objectives.

Organizational Tasks

1. Planning and implementing Educational Staff Fall Conference and yearly in-service programs for the K-12 Reading/Writing and Mathematics lab teachers, Kindergarten Enrichment and K-1 Transitional teachers.
2. Administration of the Kindergarten Enrichment and K-1 Transitional Programs.
3. Organization and implementation of the Des Moines Plan summer school program.
4. Chairperson of the Des Moines Plan General Advisory and Research and Evaluation committees.
5. Communication with staff, principals, students, parents and community regarding program structure and direction.
6. Office manager for Des Moines Plan consultants and secretaries.

CONTEXT EVALUATION

History

During the 1966-67 school year, the Des Moines Independent Community School District initiated Title I activi ies under the "Elementary and Secondary Education Act" (ESEA). This act provided for financial assistance to local education agencies so they could expand and improve their school programs to meet the special needs of educationally disadvantaged children. At that time, the most pressing needs appeared to be in the areas of building good attitudes toward school, stimulating motivation toward learning and developing language arts and communication skills. A program designed to meet those needs was submitted and approved by the State Department of Public Instruction (now the Department of Education) in 1966. In schools identified as eligible to receive Title I services, students with special needs were provided supplemental reading instruction in either language arts classrooms or Title I Reading Labs. As the Iowa Tests of Basic Skills showed low mathematics scores for a significant number of students in Title I schools, the reading project model was followed in planning a comparable mathematics program. The Title I Mathematics program began during the 1972-73 school year.

During 1981, Congress enacted the "Education Consolidation and Improvement Act" (ECIA). This act provided financial assistance to state and local educational agencies to meet the needs of educationally disadvantaged children on the basis of entitlements calculated under Title I, ESEA. The program developed under this act is known as Chapter I, ECIA. The reading and math supplemental programs continued in the 1979 eligible schools. Both the Chapter I Reading and Mathematics Programs which are models upon which the Des Moines Plan was based have received recognition on a national level in recent years. On February 11, 1981 and again in 1985, the Des Moines Title I Elementary Reading Program was recognized as an exemplary project. The elementary position of the mathematics program was also recognized as exemplary in 1981 and recertified as such in 1985.

In July of 1985, the National Diffusion Network (NDN) awarded the Des Moines Chapter I Mathematics Program a grant for the purpose of disseminating program elements to schools in other parts of the nation. This local dissemination project, Success Understanding Mathematics (SUM) has received five renewals of its NDN grant. To date, SUM has been adopted for use by over 2000 schools in 34 states.

In the fall of 1986, the Board of Directors of the Des Moines Independent Community School district approved the Des Moines Plan, a comprehensive K-12 program for all schools to improve and strengthen reading, writing and mathematics skills. This program was implemented during the fall semester of the 1987-88 school year.

Policies, Standards, Regulations

The Des Moines Plan adopted the instructional model implemented by the Chapter I program as its design. General components of this model include the following: small group instruction, diagnosis and prescription, monitoring mastery of district objectives, high expectations, educational plans, a highly motivational supplemental curriculum including the use of manipulatives and computer assisted instruction, coordination with classroom teachers and district curriculum, parent involvement, on-going in-service and support, computerized record keeping and teaching strategies emphasizing the affective domain. Of the 68 district buildings that have students participating in the Des Moines Plan, 22 (all at the elementary level) are classified as "Chapter I" buildings. This means that salaries of staff members at these buildings are paid by Chapter I funds. Chapter I regulations at the federal level are established by the U.S. Department of Education and appear in the Federal Register. Administration of these regulations at the state level is accomplished by the Bureau of Federal School Improvement in the Department of Education.

Current Program Description

The Des Moines Plan includes four major components: (1) a kindergarten program; (2) a first through twelfth grade reading/writing and mathematics lab program; (3) alternative curriculum within the Des Moines Plan structure; and (4) in-service training.

1. Kindergarten Program

The Des Moines Plan's Kindergarten Enrichment Program is a supplemental half-day program to reinforce and extend the foundational concepts and skills of the basic kindergarten program. It is designed to provide additional assistance to students who demonstrate greatest need in developmental growth at the beginning of the kindergarten year. The K-1 Transitional Program (K-1) provides an additional year of growth and preparation to students considered the most academically at risk following their kindergarten year. It provides, full day, comprehensive instruction in all subject areas represented in the regular first grade, as well as an extension of the kindergarten curriculum.

Instructional Methods

Kindergarten Enrichment Program.

The skills and concepts emphasized are specified in the Strategies in Early Childhood Education (Waupun) objectives of the Des Moines Public Schools. The program recognizes each child's individual developmental maturity and provides experiences to encourage further development. Educational experiences focus on developing personal social emotional skills, intellectual functioning, verbal fluency, psychomotor abilities, and basic life skills to prepare students to live with self, parents, and friends; to approach the world with curiosity and creativity; and to develop effective life skills with a disposition for life long learning.

K-1 Transitional Program.

The instructional techniques used are based on learning theories of Piaget and others. The theories emphasize that:

(a) Children learn in different ways in different periods of cognitive development;
(b) Students benefit from being active participants in the design and direction of the schooling process; and
(c) Students' self concepts and expectations for themselves are related to their achievement.

Organization for Instruction

Kindergarten Enrichment Program.

Students are served in half day sessions with a maximum of 15 students per class. There are 17 centers in 11 different elementary schools.

K-1 Transitional Program.

Students are served in full day sessions with a maximum of 15 students per class. There are 7 centers in 7 different elementary buildings.

2. Reading/Writing and Mathematics Lab Program

The Chapter I Program is the instructional model for the lab program (see section II, "Policies, Standards and Regulations) for a description of the components of this model.

Scores obtained on the Systematic Approach to Reading Instruction (SARI) Management System and the mathematics objectives based tests are the major criteria for identification of students for the lab program. Checkpoint tests are among the additional criteria used in the selection of lab students. These tests provide a "checkpoint" of how well students are learning material related to district objectives in these areas. The tests are given to students in grades 1, 3, 5, 8 and 11. Lab instruction is provided to the lowest 20 percent of students in grades 1 and 2, the lowest 15 percent of students in grade 3, the lowest 10 percent in grades 4-6 and the lowest 8 percent in grades 7-12 according to selection criteria.

Instructional Methods

Elementary Reading/Writing Lab.

Prior to planning individualized reading/writing programs for identified students, lab teachers administer diagnostic tests to help identify reading deficiencies. On the basis of diagnosed skill deficiencies, lab teachers develop an Individual Educational Plan (IEP) for each participating student. Lab teachers use a variety of methods and materials to supplement the reading/writing instruction offered by regular classroom teachers. Direct teaching strategies have been developed for use in the lab. Literature and process writing provide the focus for the reading/writing lab. Computer-assisted instruction is used to supplement and reinforce the teachers' direct instruction. Writing to Read, a computer based instructional system for kindergarten and first grade students was used at three schools, Edmunds, Longfellow and McKinley. This system is designed to promote students' reading and writing skills through their own writing. Small group instruction allows the lab teachers to meet the affective needs of students, as well.

Middle School/Senior High Reading/Writing Lab.

Prior to planning individualized programs for identified students, lab teachers may administer one or more of several diagnostic tests to diagnose individual reading deficiencies. Diagnosis is also made on the basis of individual writing samples. On the basis of diagnosed skill deficiencies, lab teachers use a variety of methods and materials to supplement the reading/writing instruction offered by regular classroom teachers. Instructional activities are planned to continue the development of concepts and skills and apply them in the context of real life situations.

Lab teachers utilize goal setting strategies as a means of improving students' self concepts, motivating students to complete assignments and developing positive attitudes toward learning. Goal setting involves the process of making decisions together in an effort to complete tasks without creating anxiety.

Computer assisted instruction is incorporated into the lab program and is used to supplement and reinforce the teachers' direct instruction. By doing this, students are provided opportunities to express their ideas through writing.

Elementary Mathematics Lab.

The skills and concepts to be emphasized are specified in the K-5 Mathematics Objectives of the Des Moines Public Schools. New mathematics concepts are introduced by providing students with concrete materials and asking questions which cause students to manipulate the materials. By using questioning techniques, teachers also assist students in building new learning on earlier concepts in the hierarchy of skills. Emphasis is placed on problem solving. Students are taught strategies that are effective for solving word problems as well as for using mathematics in real life situations.

Lab teachers use goal setting strategies as a means of motivating students to complete assignments, develop positive attitudes toward learning and change chronically disruptive in-school behavior.

Middle School/Senior High Mathematics Lab.

Skills and concepts emphasized are specified in the K-8 Mathematics Objectives of the Des Moines Public Schools or in the Des Moines Plan secondary record folder. New mathematics concepts are introduced by providing students with concrete materials and asking questions which cause students to manipulate materials. Through questioning, teachers also assist students in building new learning on earlier concepts in the hierarchy of skills. Emphasis is placed on problem solving. Students are taught strategies that are effective for solving word problems as well as for using mathematics in real life situations.

Lab teachers use goal setting strategies as a means of motivating students to complete assignments, develop positive attitudes toward learning and change chronically disruptive in-school behavior.

Organization for Instruction

The instructional organization varies depending on the grade level of the student. The following is a summary of instructional organization for each grade level:

Elementary.

Each full-time lab teacher instructs 40-50 students daily with an average class size of 6 (maximum class size of 5 students for first grade).

Middle School.

Each full-time lab teacher instructs 66-72 students daily with an average class size of 9 students and a maximum class size of 12.

High School.

Each full-time lab teacher instructs 70 students scheduled for 5 periods with a maximum of 12 students per class.

3. Alternative Curriculum Within The Des Moines Plan Structure

The Alternative curriculum was implemented in the beginning of the 1989-90 school year to assist students who have been served in the lab program for one and one-half years of lab and have not met the reading and mathematics checkpoint criteria. The Alternative Curriculum is provided through the Des Moines Plan reading/writing and mathematics classes and in conjunction with classroom instruction.

Instructional Methods

At least once each week, lab teachers plan with the classroom teachers for the purpose of prescribing and implementing instruction and evaluating progress of participating students. Alternative Curriculum students receive direct reading/writing and/or mathematics instruction from both classroom teachers and lab teachers.

Organization for Instruction

Students are instructed in one-to-one tutoring sessions for 30-40 minutes daily in reading/writing and/or mathematics labs. Classrooms with these students are limited to 23 students. During the 1989-90 school year, two students were served in the Alternative Curriculum program.

4. In-service Training

Opportunities for in-service training in the areas of teaching strategies and teaching for mastery are provided to Des Moines Plan teachers and classroom teachers of Des Moines Plan students in the areas of reading, language arts and mathematics. As of April 30, 1990, 12 in-service sessions had been provided during the 1989-90 school year. Intended audiences for these included reading/writing and mathematics lab teachers as well as classroom teachers and special education teachers when appropriate. Lab teachers also provide follow-up sessions for building staff during the year. Further information concerning in-service activities may be found in the section of this report labeled "Process Evaluation."

Enrollment for All Des Moines Plan Programs

Tables 1, 2 and 3 indicate the number of students enrolled in Des Moines Plan programs as of April 16, 1990 by grade level, gender and race. Table 1 applies to the reading/writing lab program, while Table 2 presents data for the mathematics lab programs. As many Des Moines Plan students are served in both reading/writing and mathematics lab programs, the figures in Table 3 represent an "unduplicated count." This means simply that a student is counted only once regardless of whether or not he/she is in both reading/writing and mathematics lab programs.

Table 1
Number of Students Served — Des Moines Plan Reading/Writing lab
(As of April 16, 1990)

	Gender			Ethnic Group					
Grade	Male	Female	Total	American Indian	Black	Asian	Hispanic	White	Total
K[a]	198	162	360	3	79	6	17	255	360
1	382	287	669	1	126	26	26	490	669
2	333	213	546	4	125	10	16	391	546
3	215	214	429	3	83	14	17	312	429
4	156	136	292	3	74	14	9	192	292
5	154	133	287	4	69	8	7	199	287
6	119	102	221	0	45	10	6	160	221
7	109	97	206	0	47	6	10	143	206
8	89	63	152	1	39	6	6	100	152
9	54	39	93	0	22	2	2	67	93
10	17	14	31	0	8	0	0	23	31
11	10	8	18	0	1	0	0	17	18
12	20	5	25	0	3	1	1	20	25
Total	1856	1473	3329	19	721	103	117	2369	3329

[a] Includes students in Kindergarten Enrichment Program, K-1 Transitional Program and Writing to Read Program.

Table 2
Number of Students Served — Des Moines Plan Mathematics lab
(As of April 16, 1990)

	Gender			Ethnic Group					
Grade	Male	Female	Total	American Indian	Black	Asian	Hispanic	White	Total
1	277	241	518	1	101	15	14	387	518
2	184	199	383	4	117	13	17	232	383
3	185	232	417	3	92	8	18	296	417
4	134	142	276	0	70	11	9	186	276
5	126	158	284	2	66	4	11	201	284
6	113	128	241	0	56	6	5	174	241
7	71	98	169	1	32	1	5	130	169
8	66	51	117	2	32	2	5	76	117
9	56	70	126	0	24	6	0	96	126
10	12	15	27	0	4	0	1	22	27
11	6	6	12	0	3	0	0	9	12
12	38	42	80	0	16	8	2	54	80
Total	1268	1382	2650	13	613	74	87	1863	2650

Table 3
Number of Students Served — Des Moines Plan Unduplicated Count
(As of April 16, 1990)

	Gender			Ethnic Group					
Grade	Male	Female	Total	American Indian	Black	Asian	Hispanic	White	Total
K[a]	198	162	360	3	79	6	17	255	360
1	455	361	816	1	146	31	28	610	816
2	387	297	684	5	166	16	22	475	684
3	305	322	627	3	129	17	21	457	627
4	226	207	433	3	97	19	14	300	433
5	211	215	426	5	90	12	14	305	426
6	186	173	359	0	73	11	7	268	359
7	141	155	296	1	64	7	10	213	296
8	116	92	208	2	50	8	10	138	208
9	89	91	180	0	37	8	2	133	180
10	23	20	43	0	9	0	1	33	43
11	14	11	25	0	4	0	0	21	25
12	52	45	97	0	18	9	2	68	97
Total	2403	2151	4554	23	962	144	148	3277	4554

[a] Includes students in Kindergarten Enrichment Program, K-1 Transitional Program and Writing to Read Program.

The duplicated count reveals the total number of students served in the program and is used in determining staff assignments, material needs, etc. This count is computed by counting students in each program separately. The total duplicate count is 5,979 students. The unduplicated count indicates the total number of individuals served in the program and counts each student only once even if he/she is in both reading and mathematics programs. As of April 16, 1990, there were 4554 unduplicated students enrolled in the Des Moines Plan. By gender, 52.8 percent were males and 47.2 percent were female. This compares tc a male/female ratio of 51.2/48.8 for the entire district.

The percent of minority students in the Des Moines Plan can also be calculated from the information in Table 3. Of the 4,554 Des Moines Plan students 1277 or 28.0 percent were members of a minority group, i.e. American Indian, Black, Asian or Hispanic. This compares to a district minority percentage of 18.0 percent. The previous year for which this data were calculated was 1986-87. There were similar results in that year. During that year, 29.2 percent of the Des

Moines Plan students were indicated as being members of a minority race while the district percent for that year was also 18.0. It would appear from this information that the proportion of minority students in the Des Moines Plan tends to be about 10 percent higher than in the district as a whole.

Needs

Program objectives 1989-90:

—Continue to make growth at all grade levels as indicated by increased scores on ITBS, increased attendance and improvement in students' attitude toward school and learning;
—Continue to work with the Department of Research, Evaluation and Testing to computerize the record keeping system and refine the test data retrieval system;
—Reduce the amount of testing by coordinating with the district testing for evaluation. Complete the norming of the objective based tests to the ITBS so that in the 1990-91 school year we will only test with the spring objective based test; and
—Work cooperatively and coordinate with the needs of all students at risk(Special Education Pilot, K-1 Pilot, In-class Pilot).

Goals

The overall goals of the Des Moines Plan are as follows:

—To help students succeed at an early age;
—To provide assistance if and when needed;
—To improve students' self concepts;
—To reduce the number of retentions;
—To reduce the number of dropouts;
—To graduate students who have achieved at least an eighth grade level competency in reading, writing and mathematics;

Improvements

During the 1986-87 school years, the writing component of the Des Moines Plan was incorporated into the reading program. The reading/writing program uses the whole language approach with supplemental literature.

During the 1988-89 school year, an innovation called "focus for instruction" was conceived in response to the complexity of the Des Moines Plan structure. This was done in order to establish an area of "focus" for the 1989-90 school year that would apply to each grade level in the elementary school. In other words, specific concepts or areas would be applied more strongly at one particular grade level. For example, in first grade there was an emphasis on modeling of reading and writing, in second grade basic word analysis taught in context was emphasized and in the fourth grade the emphasis was on types of literature and research skills. At present, "focus of instruction" applies to the elementary reading/writing lab only.

During the 1988-89 school year, the middle and high school staff developed an attitudinal survey for both reading and mathematics lab students. This measures attitudes toward learning. All reading/writing and mathematics lab students complete the survey in the fall and spring.

Other Context Information

Parent/Guardian Contact and Participation

A major effort is made to communicate with parents/guardians of Des Moines Plan students and involve them in the program. In the lab program, lab teachers carry out the following activities:

(a) inform parents/guardians of each lab student that the student will be participating in the lab program;

(b) make personal contact with the parents/guardians of each student at the student's home or at a place selected by the parents/guardians;
(c) invite parents/guardians (by letter, telephone or in person) to visit and/or assist in lab classes and to attend open house functions and other special activities; and
(d) invite and encourage parents/guardians to participate in district Parent Advisory Council activities and assist in proposal development.

In the Kindergarten Enrichment Program, kindergarten classroom teachers and/or neighborhood school principals review Waupun and/or other screening information with the parents/guardians of students who have been referred for the program. To promote parent participation, Kindergarten Enrichment teachers hold an open house before the program begins, invite parents/guardians to visit and/or assist in the Kindergarten Enrichment classrooms and send quarterly newsletters to the home.

In March of each year, principals inform parents/guardians by letter if there is a possibility of a K-1 recommended placement for their kindergarten child. In late May, of the same year, principals inform parents/guardians by letter if their child is being recommended for the K-1 program the following fall. This recommendation is based on information gained from a second screening given in early May. The principals obtain written acceptance from parents/guardians and explain the program to them. Following selection, K-1 provides a full day of comprehensive instruction in all subject areas represented in the regular first grade curriculum, as well as, an extension of the regular kindergarten curriculum.

Committees

Des Moines Plan General Advisory Committee.

The General Advisory Committee consists of 35 members. The purpose of the committee is to advise staff in the areas of planning, implementation, program effectiveness and impact of the program on the community. The committee consists of four task forces: affective needs, student motivation, community awareness, and teacher recognition. Activities of the committee during 1989-90 involved coordination of a Writer's Conference and Problem Solving Bowl for students and having a recognition tea for teachers.

Des Moines Plan Parent Advisory Council.

The purpose of the Parent Advisory Council is to inform, educate and involve parents and teachers in the learning process. The committee meets bi-monthly with officer meetings held on alternate months from large group activities. One of the primary activities of the committee is to provide input for development of the program proposals. District events include: "Reading Aloud With Your Child," demonstration of educational toys and a "Spring Fling," involving parents and children in the making of instructional games.

Des Moines Plan Research and Evaluation Committee.

The Research and Evaluation Committee reviews program evaluations and proposals and provides input for program improvement. It consists of sixteen members including teachers, consultants and administrators. During 1989-90, the committee met on four occasions and was involved in the following activities:

—reviewing alternative curriculum;
—examining attitude instruments; and
—making suggestions for the testing program.

K-1 Transitional Program: King Pilot Program

During the 1989-90 school year, a pilot study involving K-1 Transitional Program students

at King Elementary School was instituted. To carry out this pilot study, fifteen identified K-1 students were assigned to two first grade classrooms. The K-1 teacher taught one-half day with each first grade teacher. An associate assisted in the classroom daily on the alternate half day.

This pilot program help to integrate students in the K-1 Program into regular first grade classrooms and fosters the philosophy that regular classroom teachers have the responsibility for meeting the needs of all students given adequate support staff. Outcomes will be measured by administering the Metropolitan Readiness Test (MRT) to all K-1 students; traditional and pilot programs. The MRT scores obtained by students in the pilot program will be compared to scores of the students in the traditional K-1 Transitional Program.

Longitudinal Study

Longitudinal studies are useful in that they help to assess the impact of a program on its participants over a period of time. In order to do this, a longitudinal study collects information related to certain variables on a group of subjects at a beginning or "baseline" point and then looks at changes in this group manifested over a period of time while the program operates.

Students served in the Des Moines Plan Program during the 1987-88 school year are the group used for the baseline data. Variables that will be studied include: return of students who have been exited from the Des Moines Plan and achievement measured by results obtained on the Iowa Tests of Basic Skills. The achievement data are scores on reading and total mathematics subtests. Results from Checkpoint tests in reading, writing, and mathematics and Objectives-Based Curriculum Evaluation in mathematics will be included in future reports. The results of the longitudinal study are reported in the Product Evaluation section of this report (see page 34).

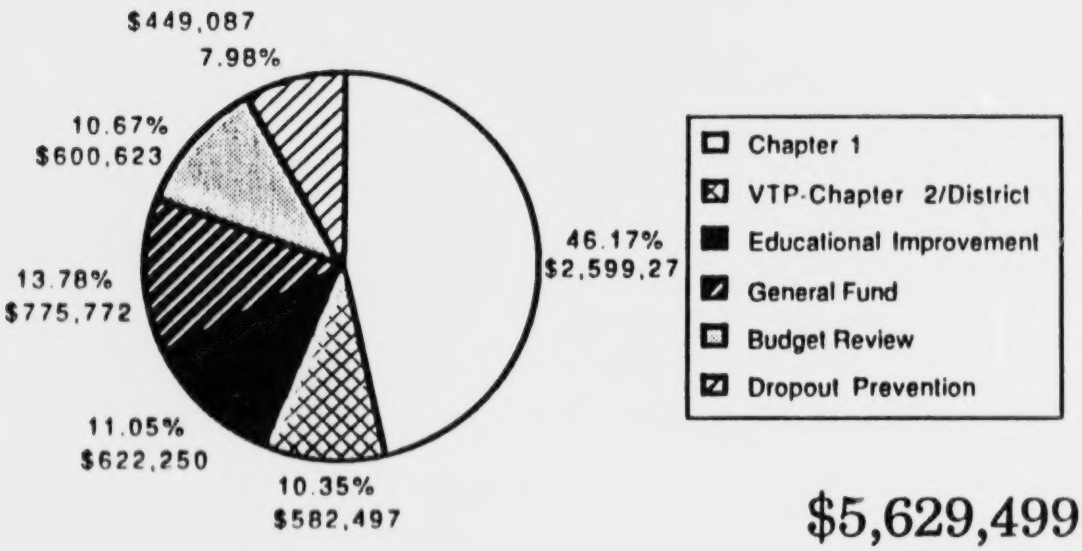
INPUT EVALUATION

Budget and Expenditures

There are six sources of funding for the Des Moines Plan. These are the Educational Improvement Grant, Dropout Prevention, Budget Review, Chapter II, Chapter I and the district's general fund. The graph below shows the percentage of the total budget allocation provided by each founding source. The Educational Improvement Project Grant (currently $622,250) and the Budget Review funds will not be available for the 1991-92 school year. This funding could come from the instructional Support levy if determined by the administration and board.

Table 4 reports the amount budgeted by various categories, i.e. salaries, benefits, materials, equipment etc. and the expenditures reported in each as of March 31, 1990 for the Kindergarten Enrichment Program, the K-1 Transitional Programs and the lab programs. Table 5 provides information about the number of staff for the Des Moines Plan. It must be emphasized that differences between amounts budgeted and expended are expected because the total allocation of funds for the 1989-90 school year may not have been spent as of the date of this report. The figures in Tables 4 and 5 were from records maintained by the Des Moines Plan Supervisor.

Percentage of Total Budget Allocation By Funding Source 89-90



$5,629,499

Table 4
Budget and Expenditures for the Des Moines Plan Kindergarten and Lab Programs
1989-90 (as of March 31, 1990)

Category	Allocation	Expenditure
Teacher Salaries	$3,757,626	$2,076,293
Associate Salaries	85,966	52,170
Fixed Charges (25.5%)	1,028,508	747,246
Indirect Costs	78,545	78,545
Administration	182,606	88,947
Support Services	125,373	94,153
Software/Materials/Supplies	46,400	22,979
In-service	70,070	29,843
Summer School	40,000	0
Mileage	6,800	1,498
Equipment	13,000	10,055
Evaluation	84,976	84,976
Parent Component	7,050	8,617
Printing	700	28
Total	$5,527,220	$3,295,350

Table 5
Des Moines Plan Staff
1989-90
Full-time Equivalent (FTE) Positions

Position	FTE Staff
Supervisor	1.0
Coordinators	1.5
Consultants [a]	3.6
Teachers	140.7
Associates	11.5
Evaluators	1.5
Secretaries	4.0
Total	163.8

[a] The consultants visit all reading/writing and/or mathematics teachers in addition to visiting the labs. It is estimated that two-thirds of their time is working with total building staff and non-lab teachers.

Materials and Equipment

During the 1989-90 school year, the Des Moines Plan staff undertook the following activities:

(a) adopted a new mathematics series for use in the high school program;
(b) examined software packages for elementary reading and mathematics labs through the Heartland Area Education Agency;
(c) examined material that will be used to implement "reading in the content area" at the 5th grade level; and
(d) purchased materials from Modern Curriculum Press to be used in the first grade reading lab program.

PROCESS EVALUATION—THE DES MOINES PLAN

Current Year Objectives for the Supervisor

1. Meet the organizational expectations of the Instructional Division by—
   a. being visible and accessible to staff, principals students, parents and community.
   b. being supportive and assisting in communications with other departments and divisions concerning the educational program of the Des Moines Plan.
   c. being involved in the day-to-day activities and operations of administering the Des Moines Plan.
2. Continue to review, evaluate, and make recommendations for revisions of the Des Moines Plan as needed by—
   a. meeting with the Des Moines Plan Research and Evaluation Committee to review evaluation data and other information.
   b. making recommendations to the Instructional Division on revisions and modifications needed.
3. Coordinate with other programs for at-risk students by—
   a. actively participating in the Committee for Students At-Risk.
   b. communicating with the administrators of other programs for students at-risk (School Within A School, New Horizons, the alternative high schools, etc.) and coordinating services.
4. Assist elementary and secondary buildings in increasing academic achievement and better meeting the needs of students at-risk by—
   a. conducting in-services on instructional strategies and motivational techniques.
   b. assisting staff to help motivate students to improve their attendance and their attitude toward learning.

Current Objectives for the Program Coordinator

1. Perform the organizational tasks as described in the Responsibility section of this report (see page 1).
2. Research, review, and evaluate focus for instruction in the K-12 labs and Kindergarten Enrichment and K-1 programs.
   a. Explore current trends in reading and writing instruction (i.e. Reading Recovery Program, study skills instruction at the intermediate and middle school levels.)
   b. Internalize the new National Council of Teachers of Mathematics (NCTM.) Standards and reflect this direction in mathematics lab in-service and curriculum.
   c. Expand the affective component of the K-12 labs to include motivational and goal setting strategies.
   d. Continue efforts to include a counseling component in the Kindergarten Enrichment and K-1 programs.
3. Participate in the district's early childhood study committee which directly affects the direction of the Kindergarten Enrichment and K-1 programs.
   a. Continue to initiate innovative approaches and pilot programs.
   b. Review evaluations of current pilots and programs and assist in recommendations for district programs in the future.
4. Evaluate input from Des Moines Plan 1989 summer school staff and principals.
   a. Refine program as needed.
   b. Outline procedures for selection and registration of 1990 summer school students to ensure an equitable system for all students.

PROCESS EVALUATION—KINDERGARTEN PROGRAM

Kindergarten Enrichment

Current Year Objectives for the Program

Program Management Objectives

1. During the instruction year, the program coordinator will organize and maintain an accountability file and provide copies of data to support the evaluation of all objectives.
2. At the beginning of the instructional year, Des Moines Plan teachers at each building will select one or more parent representatives to serve on the Chapter 1/Des Moines Plan District Parent Advisory Council. By October 6, 1989, building principals will approve these selections and submit the representatives' names, addresses, and telephone numbers to the program coordinator.

Student Objectives

1. At the end of the instructional year, students served by the program for at least two thirds of a given year will improve an average of one ranking on each of the components on the Kindergarten Enrichment Student Evaluation.
2. At the end of the instructional year, at least 60 percent of those students served by the program for at least two thirds of a given year will be recommended for placement in first grade.

Instructional Staff Objectives

1. Kindergarten Enrichment students will be identified by the fourth week of the instructional year.
2. During the instructional year, Kindergarten Enrichment teachers will instruct a maximum of 15 students in each half-day session.
3. During the instructional year, the following objectives will be emphasized: a) Development of personal social/emotional skills to enhance self-concept and self-confidence; b) Development of verbal fluency/competency through language experiences; c) Exploration of literature; d) Expansion of intellectual functioning and development of a disposition for life-long learning; e) Integration of psychomotor skills into learning activities; f) Demonstration of good health and safety habits.
4. The distribution of minority and nonminority and male and female students served in the Kindergarten Enrichment program will not deviate more than 10 percentage points from the distribution of the general kindergarten population.
5. All Kindergarten Enrichment students identified and served in the program will have successfully completed no more than 7 of the objectives on the Waupun screening; or no more than 20 on the Early Screening Inventory; and will have parent/guardian permission for participation in the program.

Family Objective

1. By the end of the second semester, Kindergarten Enrichment teachers will have had at least five contacts each semester with the parent(s)/guardian(s) of each student enrolled during the instructional year. These activities may consist of one or more of the following: a) Parent/teacher conferences; b) Kindergarten Enrichment newsletters; c) Kindergarten Enrichment open houses; d) Parent volunteer activities.

K-1 Transitional Program

Current Year Objectives for the Program

Program Management Objectives

1. During the instruction year, the program coordinator will organize and maintain an accountability file and provide copies of data to support the evaluation of all objectives.
2. At the beginning of the instructional year, Des Moines Plan teachers at each building will select one or more parent representatives to serve on the Chapter 1/Des Moines Plan District Parent Advisory Council. By October 6, 1989, building principals will approve these selections and submit the representatives' names, addresses, and telephone numbers to the program coordinator.

Student Objectives

1. In January 1991, at least 50 percent of those students served in the K-1 Transitional program (K-1) for at least two thirds of the previous year will receive a passing score on the first grade checkpoint test.
2. In May 1990, at least 85 percent of the students who were served in the K-1 program for at least two thirds of the academic year will score at or above the 60th percentile on the Metropolitan Readiness Test (MRT).

Instructional Staff Objectives

1. During the instructional year, K-1 teachers will develop and maintain a student checklist for each student.
2. During the instructional year, K-1 teachers will instruct a maximum of 15 students daily.

Family Objectives

1. By the end of the second semester, K-1 teachers will have had at least five contacts each semester with the parent(s)/guardian(s) of each student enrolled during the instructional year. These activities may consist of one or more of the following: a) Parent/teacher conferences; b) K-1 teachers newsletters; c) K-1 teachers open houses; d) Parent volunteer activities.

Other Process Information

In order to support the King Pilot Program for the K-1 Transitional Program, as described in the context section of this report, two first grade teachers from King were invited and encouraged to attend one Des Moines Plan K-1 in-service scheduled for each semester. Outcomes will be measured by administering the Metropolitan Readiness Test (MRT) in May of 1990 to all K -1 students; traditional and pilot programs. The MRT scores obtained by students in the pilot program will be compared to scores of the students in the traditional K-1 Transitional program.

PROCESS EVALUATION—READING/WRITING AND MATHEMATICS LAB PROGRAM

Current Year Goals/Objectives for the Program

The Des Moines Plan proposals have a section on evaluation procedures which includes specific process and performance objectives. The process objectives generally relate to activities that are carried out by program staff such as scheduling classes, preparing Individual Educational Plans, etc. Performance objectives relate most often to learning outcomes attained by students. As a part of this management system, accountability files are established as a storage facility for material that documents attainment of objectives. This information is then retrieved from the accountability file when the formal evaluation report is prepared or at other times when called for.

There are six sets of process and performance objectives that apply to the reading/writing and mathematics lab programs: elementary reading/writing, middle school reading/writing, senior high reading/writing, elementary mathematics, middle school mathematics and senior high mathematics.

The 1989-90 program proposals for reading/writing labs include objectives in the following areas:

— student performance as measured by ITBS (4 objectives);
— writing program (3 objectives); and
— parent communication (3 objectives).

The 1989-90 program proposals for mathematics include objectives in the following areas:

— student performance as measured by ITBS (3 objectives) and
— parent communication (3 objectives).

Both reading/writing and mathematics proposals also include:

— objectives dealing with student attitudes and attendance
— process objectives which deal with maintaining class schedules and preparing Individual Educational Plans.

Program proposals which list all process and performance objectives for the reading/writing and mathematics lab programs are on file in the Department of Evaluation, Research and Testing.

Management Systems

In the instructional area, the following management systems are used in the Des Moines Plan:

— Systematic Approach to Reading Improvement (SARI) to monitor progress in the elementary reading lab program;
— Individual Educational Plans (IEP) are prepared for all reading/writing and mathematics lab program students at the elementary level;
— Des Moines Plan Data Sheets are used to monitor and record progress of students in the middle school and senior high lab programs.
— Classroom group charts are used in the middle and high schools to provide direction for instruction of curriculum objectives.

PROCESS EVALUATION—IN-SERVICE

Meetings Attended by the Supervisor

The Des Moines Plan Supervisor reported attending the following professional meetings:

—Regional International Reading Association (Omaha)
—State International Reading Association
—Minneapolis Special Education Integration Program
—Block Scheduling Workshop (Des Moines)
—Early Childhood Grant Writing Informational Meetings (Des Moines)
—"Forgotten Half Students At Risk" Conference
—Urban Network Chapter 1 Meetings

Meetings Attended by the Coordinator

The Des Moines Plan Coordinator reported attending the following professional meetings:

—Regional International Reading Association (Omaha)
—State International Reading Association, presented a session on content area reading instruction
—Block Scheduling Workshop (Des Moines)
—Early Childhood Grant Writing Informational Meetings (Des Moines)
—State Iowa Council of Teachers of Mathematics (Des Moines)
—Urban Network Chapter 1 Meetings
—International Reading Association (Atlanta)
—National Drop Out Prevention Conference (Nashville), presented a session on the Des Moines Plan

Kindergarten Programs

In-Service

The in-service section of this report is divided into two sections, the first explaining what the program coordinator proposed for the Kindergarten Enrichment and the K-1 Transitional Program staff and the second, the response to the proposed ideas.

Proposed In-Service Program

Kindergarten Enrichment and K-1 teachers participate in the following in-service programs:
During orientation week and/or the first three weeks of school,

1. All lab teachers attend the equivalent of one day of in-service.
2. Kindergarten Enrichment and K-1 teachers new to the district participate in an additional half-day orientation session.

During the school year,

1. Kindergarten Enrichment and K-1 teachers participate in meetings planned and developed by a teacher in-service committee to meet the needs of the program.
2. Kindergarten Enrichment and K-1 teachers may be provided the opportunity to visit and observe one other Kindergarten Enrichment or K-1 center. Such visits will require that the program consultant: a) secure approval from the program coordinator; b) plan with the teacher who is to be visited prior to the visits; c) discuss with the visiting teacher the purpose of the visits; and d) assist the visiting teacher in planning ways to adopt and implement ideas which were part of the observation.

3. the coordinator/consultants may arrange meetings involving small numbers of Kindergarten Enrichment and K-1 teachers for the purpose of sharing ideas and exchanging information. These meetings are scheduled as needed.
4. as funds permit, Kindergarten Enrichment and K-1 teachers may attend appropriate local or regional professional meetings.
5. when requested by building staff or principals, the coordinator, consultants or lab teachers may conduct in-service meetings for the staff and community of the buildings they serve.

Implementation of In-Service Program

In-service planning for Kindergarten Enrichment and K-1 began the spring of 1989 for the 1989-90 school year. Kindergarten Enrichment teachers, K-1 teachers and the coordinator met to discuss needs and recommendations for the respective programs. The coordinator provided any new information available regarding curriculum and/or instructional strategies. In addition, the coordinator suggested possible resources as speakers. The coordinator developed the in-service calendar from input provided by the teachers, necessary resources were secured, and in-service programs were implemented for 1989-90. All Kindergarten Enrichment and K-1 teachers were provided a calendar of the in-service programs available.

Two different in-service programs were held on January 17, 1990 for Kindergarten Enrichment and K-1 teachers. The programs were titled "Strategies for Meeting the Affective Needs of Students At Risk" and "Sharpening Observational Skills." All Kindergarten Enrichment teachers and an associate attended both programs. Six of the seven K-1 teachers attended both programs. Both programs received high ratings. All evaluations of Kindergarten Enrichment and K-1 in-service programs are maintained by the coordinator.

Another in-service opportunity provided for teachers was held during the district's Professional Educators' Convention held on March 5, 1990. The Kindergarten Enrichment/K-1 coordinator invited Marlene and Robert McCracken, internationally known experts in the use of whole language teaching, to speak on "Strategies for Developing Oral Language and Creative Thinking." The program was suggested for all Kindergarten Enrichment and K-1 staff, but open to all district staff. All Kindergarten Enrichment and K-1 teachers attended.

An in-service program, "Music: Notes for Early Childhood Teachers," an in-service program given by Judy Svengalis, Music Supervisor for, the Des Moines Public Schools, was provided for all Kindergarten Enrichment teachers. All Kindergarten Enrichment teachers attended except for one who could not participate due to illness.

As a follow-up to the March 5 in-service program, a one-day workshop was provided to K-1 teachers on March 9, 1990. The program was a continuation of the McCracken presentation and all K-1 teachers attended.

In addition to in-service programs, the coordinator facilitates sharing sessions as needed. Seven or eight sessions were held this year. On-site visits are also available to all interested Kindergarten Enrichment and K-1 staff as requested, but no one took advantage of this opportunity.

Professional Meetings Attended by Kindergarten Enrichment Staff

During the 1989-90 school year, the Kindergarten Enrichment staff is provided a calendar of professional meetings available to them. Five staff members attended the "Beginning Reading Conference" held at University of Northern Iowa (UNI). One staff member attended each of the following: the "Young Readers Conference", UNI; the International Reading Association/Collaborative Education Whole Language Workshop"; or the" National Association for the Education of Young Children's Conference", Kansas City.

Professional Meetings Attended by K-1 Staff

During the 1989-90 school year, the K-1 staff was provided a calendar of professional meetings available to them. Two staff members attended the "Beginning Reading Conference" held at UNI. Four staff members attended the" International Reading Association/Collaborative Education Whole Language Workshop", Des Moines. One staff member attended the National Reading Association conference in Atlanta.

Reading/Writing Mathematics Lab Programs

Proposed In-Service Program

Des Moines Plan Reading/Writing and Mathematics lab programs in-service planning begins in the spring of each year for the following year. At that time, a committee of teachers meets to formulate recommendations for the following year. The program coordinator shares any information regarding program needs in terms of curriculum and/or instructional strategies. In response to these needs and others, the coordinator suggests possible resources as speakers. With the information from the Planning Committee the calendar is developed by the coordinator and the necessary resources are secured and scheduled. Lab teachers participate in the following in-service programs;

During orientation week and/or the first week of school:

1. All lab teachers attend the equivalent of one day of in-service.
2. Lab teachers new to the district participate in an additional one-half day orientation session.

After the first week of school, the following time allotments are made for teachers to attend in-service:

1. Elementary lab programs attend 2 half days each semester
2. Middle school/senior high lab programs attend 1 day each semester

Lab teachers are encouraged to participate in the following types of activities related to in-service as time and fund permit:

1. participate in meetings planned and developed by a teacher in-service committee;
2. visit and observe one other lab;
3. attend appropriate local or regional meetings; and
4. conduct in-service meetings for building staff and community

At the time of this report, according to the calendar, twelve in-service sessions involving lab teachers at all levels had been conducted during the 1989-90 school year.

Implementation of In-Service Program

The following specific in-service programs were attended by Des Moines Plan staff during the 1989-90 school year:

— "Let's Keep in Touch: Coordination With Classroom Teachers and Correlations With Basal," September 5, 1989 (elementary reading/writing)
— "Everybody Counts"; "The Standards," September 7, 1989 (elementary mathematics)
— "Computer Applications: The Writing Process," September 26, 1989 (middle school and senior high reading/writing)
— "Problem Solving;" "Individualizing the Lab," October 12, 1989 (middle school and senior high mathematics)
— "Communication in Mathematics," November 9, 1989 (elementary mathematics)

— "Miniconference (choice of 2 out of 5 sessions), November 10, 1989 (elementary reading/writing teachers)
— "Cooperative Learning," January 11, 1990 (mathematics, all levels)
— "Motivating the Reluctant Learner: Goal Setting," January 17, 1990 (middle school and senior high reading/writing)
— "Strategies for Meeting Affective Needs of Students at Risk," January 18, 1990 (elementary reading/writing)
— "Motivating the Reluctant Learner," January 23, 1990 (middle school and senior high reading/writing)
— "Software Update: What's Available and Where," March 29, 1990 (elementary reading/writing)
— "Statistics and Probability," April 5, 1990 (elementary mathematics)

Alternative Curriculum Program

Proposed In-Service Program

In-service is provided for both classroom and lab teachers and focuses on the following areas:

— goals and objectives;
— teaching strategies;
— diagnosis and evaluation;
— cooperative interaction;
— enhancing self-esteem;
— working with support staff; and
— exploring materials.

Implementation of In-Service Program

1. The reading supervisor and math supervisor met with the alternative curriculum staff. Des Moines plan teachers and classroom teacher to review effective teaching strategies and materials suggested for use.

2. Alternative curriculum Des Moines Plan teachers met with the Des Moines Plan consultants for new inservicing on the use of the attitude survey materials purchased and data collection needed for evaluation.

PROCESS EVALUATION—LONGITUDINAL STUDY

Description/Methodology

Purpose

The longitudinal study is designed to provide the information necessary to evaluate the impact of the Des Moines Plan on student achievement. In particular, the study will examine change in ITBS scores, retention in grade and return of students for Des Moines Plan services. Results from Checkpoint tests in reading, writing, and mathematics and Objectives-Based Curriculum Evaluation in mathematics will be included in future reports.

Subjects

Students in grades K-10 who were identified and served in the Des Moines Plan programs during the 1987-88 school year will be included in the longitudinal study.

Measures and Procedures

The students' achievement will be examined by using ITBS scores for grades 2,4,6 and 7. The particular ITBS scores that will be used for analyses are Reading and Mathematics.

Service in the program will be used as an indicator of return to program. The students ITBS scores and grade level will be obtained from various student databases. The Chapter I database will be used to identify those students who were serviced by the program in 1987-88 through 1989-90.

PRODUCT EVALUATION—THE DES MOINES PLAN

Objectives Addressed by the Supervisor

1. Meeting organizational expectations of Instructional Division.
   - — Met with all elementary principals in September of 1989 to review selection of students and staff assignments
   - — Met with School Within A School staff and Des Moines Plan staff twice to explain and work through integration and coordination of the programs
   - — Met with each high school principal to assist each building with its plan of integration
   - — Kept principals and staff informed about program requirements, time lines and instructional program expectations via memos and information at principals meetings
   - — Completed and submitted applications for funding for the following programs: Chapter I, Chapter II, Education Improvement Grant, Even Start Grant, four K-3 Innovative Early Childhood Grants, four 3/4/5 year old Early Childhood Grants and four 0-3 year old Early Childhood Grants
   - — Assisted in evaluation of Des Moines Plan teachers as requested by building principals; provided evaluations for the Des Moines Plan Coordinator, four consultants and one Des Moines Plan secretary
   - — Oversaw and attended Des Moines Plan in-service meetings
   - — Oversaw and attended seven District Parent Advisory Council meetings
   - — Attended and participated in four Des Moines Plan General Advisory meetings
   - — Attended and participated in four Des Moines Plan Research and Evaluation meetings
2. Review, evaluate and make recommendations for revisions of the Des Moines Plan.
   - — Met with the Des Moines Plan Research and Evaluation Committee four times
   - — Assisted with their response to the 1988-89 evaluation report and supported their recommendations to study attitude and self-concept instruments
   - — Met with Parent Advisory Council to review the evaluation report and make recommendations for the response to this report and for development of the 1990-91 proposal
   - — Presented a response to the evaluation report to the Instructional Cabinet
   - — Assisted with development of Des Moines Plan proposal for 1990-91
3. Coordinate with other programs for students at-risk
   - — Actively participated in Task Force for Students At-Risk
   - — Completed gap analysis and matrix for charting programs for overlap
   - — Worked with Debbie Westfall from the Department of Human Resources to prioritize the gaps for recommendations for the Task Force for Students At-Risk
   - — Provided information on early childhood legislation and progress reports on fourteen early childhood grants to ensure coordination with the preschool program, Head Start, Kindergarten Enrichment and K-1 programs, district Kindergarten programs, first, second and third grade curriculums, Dropout Prevention programs and human and social services programs provided by the state and county
   - — Provided leadership in development of Even Start Program; coordinated with the Des Moines Alternative South program and Head Start
   - — Visited a Minneapolis school with special education personnel to view special education programs with integration
   - — Participated on the Neighborhood School Advisory Committee
   - — Actively participated in the Urban Network for Chapter I administrators and began working with the Department of Education to review funding formulas and databases

4. Assist buildings in increasing academic achievement and better meeting needs of students.
   - — Oversaw the delivery of three half day in-services in elementary reading, three half-day in-services in elementary mathematics, three half day in-services for Kindergarten Enrichment and K-1 teachers, two for secondary reading/writing and two for secondary mathematics
   - — Developed objectives on attendance and attitudes toward learning to be included in the program evaluation with assistance from staff
   - — Initiated a study committee on attitude inventories and self-concept instruments to find an appropriate instrument to measure attitude and/or self-concept
   - — Provided guidance and support to members of staff in organizing a "Problem Solving Bowl " for middle and high school Des Moines Plan students
   - — Provided guidance and support to members of staff to organize a Young Writers Conference for middle school and upper elementary reading/writing students
   - — Provided guidance and support to staff to develop materials to be used by Des Moines Plan teachers in parent activities to encourage parent involvement in the education of their children.

Objectives Addressed by the Coordinator

1. Organizational tasks.
   - — Planned 1989 Educational Staff Fall Conference held August 22-25, 1989 for all Des Moines Plan staff
   - — Organized in-service committees to provide input for 1989-90 in-service needs; compiled final in-service calendars; coordinated the delivery of the in-services; developed and tabulated results of in-service evaluations for each session
   - — Implemented planning process for summer school program
   - — Chaired Des Moines Plan General Advisory Committee and Research and Evaluation Committee; developed agendas and made all meeting arrangements
   - — Communicated information regarding program structure and direction to staff, principals, students, parents and community
   - — Acted as office manager for consultant and secretarial staff
   - — Coordinated the Des Moines Plan Summer School Program
2. Research, review and evaluate focus for instruction in the lab program.
   - — Established a focus for instruction for each grade level in the elementary reading/writing lab program.
   - — Used National Council of Teachers of Mathematics (NCTM.) standards to determine direction in planning in-service for elementary mathematics lab program
   - — Provided direction to middle school reading/writing teachers for focusing writing instruction toward specific purposes.
3. Evaluate input from Des Moines Plan 1989 summer school staff and principals.
   - — Held meeting with staff and principals in February 1990, to discuss modifications or recommendations for change for 1990 Des Moines Plan summer school program

<u>Kindergarten Enrichment Program</u>

1. Perform the organizational tasks as described in the Responsibility section of this report (see page 1).
   a) Planning and implementing Educational Staff Fall Conference and yearly in-service programs for K-1 teachers.
   - — The 1989 Educational Staff Fall Conference was held August 22-25. In-service

committees for Kindergarten Enrichment were organized in the spring of 1989 to provide input for in-service needs for 1989-90 and the spring of 1990 to plan for 1990-91. Teachers, consultants, supervisors and principals were represented in these planning sessions. Needs and resources were identified and arrangements were made prior to compiling the final in-service calendar.

b) Administration of the Kindergarten Enrichment Program.

— Selection of Kindergarten Enrichment students occurs during the first three weeks of the school year. This involves coordination and chairing of the student testing procedure, facilitating building procedures for parent/guardian notification and program implementation, and developing and providing necessary forms for program implementation. The establishment of Kindergarten Enrichment building sites is based on the number of students selected and their home school locations and is done in cooperation with the Assistant Director of Elementary Education. Bus schedules were arranged for the Kindergarten Enrichment students participating in the program. This information was communicated to building principals and Kindergarten Enrichment teachers. Due to the mobility of students within each program, bus scheduling and monitoring was continual.

2. Research, review, and evaluate focus for instruction in the Kindergarten Enrichment program.

a) Continue efforts to include a counseling component in the Kindergarten Enrichment program.

— Kindergarten Enrichment teachers were given strategies on meeting the affective needs of students at risk. Strategies for integrating music into the entire day's curriculum were given to Kindergarten Enrichment teachers. There are ten elementary schools having no elementary counselor. An attempt to secure a counselor for Kindergarten Enrichment students in these ten buildings was made through the Special Education Neighborhood Project. This attempt was unsuccessful.

3. Participate in the district's early childhood study committee which directly affects the direction of the Kindergarten Enrichment program.

a) Continue to initiate innovative approaches and pilot programs.

b) Review evaluations of current pilots and programs and assist in recommendations for district programs in the future.

— The Early Childhood Study Committee met November 15, 1989; December 14,1989; February 8, 1990; and April 12, 1990. A report was prepared and shared at the Early Childhood Planning Conference in January, 1990 in Newton. Future meetings of this committee will address an early childhood management system and reporting system to parents and guardians.

K-1 Transitional Program

1. Perform the organizational tasks as described in the Responsibility section of this report (see page 1).

a) Planning and implementing Educational Staff Fall Conference and yearly in-service programs for K-1 teachers.

— The 1989 Educational Staff Fall Conference was held August 22-25. In-service committees for K-1 were organized in the spring of 1989 and provided input for in-service needs for 1989-90 school year. A committee was organized in spring of 1990 to plan for the 1990-91 school year. Teachers, consultants, supervisors and principals were represented in these planning sessions. Needs and resources were identified and arrangements were made prior to compiling the final in-service calendar.

b) Administration of the K-1 Transitional Program.

— Selection of K-1 students began in the spring of 1989 for 1989-90 and is currently in progress for 1990-91. These procedures involve the coordination and chairing of the

student testing procedure, facilitating building procedures for parent/guardian notification and program implementation, and developing and providing necessary forms for program implementation. The establishment of K-1 building sites was based on the number of students selected and their home school location and is done in cooperation with the Assistant Director of Elementary Education. Bus schedules were arranged for K-1 students participating in the program. This information was communicated to building principals and K-1 teachers. Due to the mobility of students within this program, bus scheduling and monitoring of class size was continual.

2. Research, review, and evaluate focus for instruction in the K-1 program.
   a) Continue efforts to include a counseling component in the K-1 program.

— K-1 teachers were given strategies to meet the affective needs of students at risk. It was suggested to K-1 teachers that they plan and coordinate special activities with first grade classrooms in the building rather than just kindergarten so students would have the opportunity to interact with same-age peers. Trends in current philosophy related to developing appropriate activities, as outlined in the National Association for the Education of Young Children (NAEYC) were shared with K-1 teachers. There are ten elementary schools which have no elementary counselor. An attempt to secure a counselor for K-1 students in these ten buildings was made through the Special Education Neighborhood Project. This attempt was unsuccessful. However, itinerant teachers provided additional assistance to the K-1 students being serviced in these ten buildings. This assistance included providing language development activities with appropriate teaching strategies.

3. Participate in the district's early childhood study committee which directly affects the direction of the K-1 program.
   a) Continue to initiate innovative approaches and pilot programs.
   b) Review evaluations of current pilots and programs and assist in recommendations for district programs in the future.

— The Early Childhood Study Committee met November 15, 1989; December 14, 1989; February 8, 1990; and April 12, 1990. A report was prepared and shared at the Early Childhood Planning Conference in January, 1990 in Newton. Future meetings of this committee will address an early childhood management system and reporting system to parents and guardians.

— The K-1 pilot, as described in the Context section of this report (see page 11) was planned in the spring of 1989 and implemented in fall, 1989-90. This pilot integrated 15 K-1 students into two first grade classrooms at King School. The K-1 teacher team taught with the first grade teachers in classes of no more than 25 students.

— State grants for " Innovative Programs for At Risk Early Elementary Students" were written and submitted to the Iowa Department of Education on April 3, 1990. Three elementary schools will be funded by the grant. The innovative programs consist of the following components: cross-age grouping and heterogeneous groupings, a learning center model, 15:1 student/teacher ratio, a strong counseling component, an intensive parent component, elimination of letter grades for students, uninterrupted instructional time blocks and integration of curriculum including music and art.

PRODUCT EVALUATION—KINDERGARTEN PROGRAMS

Kindergarten Enrichment

Results of Current Year Objectives

Program Management Objectives

1. During the instruction year accountability files have been maintained.
2. Parent representatives from all buildings but two have been selected and approved to serve on the Chapter 1/Des Moines Plan District Parent Advisory Council.

Student Objectives

1. There were 217 Kindergarten Enrichment students who averaged 76.6 on the Kindergarten Enrichment Student Evaluation out of a possible score of 150. The range of scores is from a low of 30 to a high of 124. The possible range of scores on the instrument was from 30 to 150.
2. The student objective addressing placement of Kindergarten Enrichment students into the first grade for 1990-91 cannot be evaluated at this time because data are not yet available. Once data are available, the evaluation of this objective will be completed. At the end of the 1988-89 school year, 65 percent of the Kindergarten Enrichment students were recommended for first grade placement in 1989-90. This compares to a goal of 50 percent.

Instructional Staff Objectives

1. Students who were identified for service in Kindergarten Enrichment began classes on September 25, 1989. This was the first day of the fifth week of school.
2. Kindergarten Enrichment Programs are located in eleven buildings. There are seventeen sessions. The Kindergarten Enrichment program was implemented with two centers serving 17 students, two serving 16, five centers serving 15, one serving 14, three centers serving 12 students, and two serving 11 students. A half-time associate was assigned to each of two centers serving 21 and 19 students respectively. During the year, class size was maintained at approximately 15 students or less per center. Because of the mobility of students within the district and within the Kindergarten Enrichment program, it is expected that class size will vary during the school year.
3. The objective emphasizing personal/emotional skills, safety and health habits, etc. will not be evaluated this year because observations of Kindergarten Enrichment classes were not conducted .
4. The following information pertains to enrollment in the Kindergarten Enrichment Program and the district's Kindergarten classes according to gender and racial composition of students.

	District Kindergarten	Kindergarten Enrichment Program
Minority	535 (18.3%)	56 (23.7%)
Non-Minority	2383 (81.7%)	180 (76.3%)
	District Kindergarten	Kindergarten Enrichment Program
Male	1513 (51.6%)	129 (54.7%)
Female	1417 (48.4%)	107 (45.3%)

The above figures indicate that the percentage of male students in the Kindergarten Enrichment program is approximately 3 percentage points high than in district Kindergarten

classes. The proportion of minority students in the Kindergarten Enrichment Program is 5.4 percentage points higher than in district Kindergarten classes. Neither of these figures exceeded the 10% limit set in the objective.

5. A criterion necessary for service by the Kindergarten Enrichment program is for a student to score no more than 7 of 14 on the Waupun screening or more than 20 on the Early Screening Inventory. All children served by the Kindergarten Enrichment program met this criterion as well as having parental permission to participate in the program.

Family Objective

1. The family objective cannot be evaluated at this time because the data are not yet available. The objective will be evaluated as soon as data are available.

K-1 Transitional Program

Results of Current Year Objectives

Program Management Objectives

1. During the instruction year, accountability files have been maintained.
2. Parent representatives from all buildings but two, have been selected and approved to serve on the Chapter 1/Des Moines Plan District Parent Advisory Council.

Student Objectives

Student objectives for the K-1 Transitional program (K-1) for 1989-90 cannot be evaluated at this time because testing data are not yet available. The objectives will be evaluated as soon as data are available. A 1988-89 objective stated that at least 50 percent of the students served in the K-1 program for two thirds of that year would receive a passing checkpoint test score in reading and mathematics when tested in January of 1990. These criteria were not met as 33 percent of the students received a passing score in reading and 46 percent received a passing score in mathematics in January of 1990 as first grade students.

Instructional Staff Objectives

1. The K-1 consultant monitors the implementation of checklists for all K-1 students.
2. The are seven K-1 centers. During the year class size was maintained at approximately 15 students in five centers, 16 at one center, and 7 and 8 students in the two first grade K-1 pilot rooms at King. Because of the mobility of students within the district and within the K-1 program, it is expected class size will vary during the school year.

Family Objective

1. The family objective cannot be evaluated at this time because the data are not yet available. The objective will be evaluated as soon as data are available.

Other Product Information

The following was provided by a Des Moines Plan Consultant who conducted observations: Children in Des Moines Plan Kindergarten Programs "reflect they are in a safe and nurturing environment. This is especially important for this group of students as they generally have not received adequate encouragement, praise and modeling. The teachers do an outstanding job of making each student aware of his/her strengths, of feeling important and beginning to develop responsibility for growth and respect. Students beam with pride with many success experiences which are reinforced by peers and teachers."

PRODUCT EVALUATION—READING/WRITING AND MATHEMATICS LAB PROGRAMS

Reading Lab Program

Outcomes of Process and Performance Objectives

Data for performance of students in 1989-90 on the Iowa Tests of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED) were not available at the time of this report. Table 6 presents results in reading comprehension for students that completed the ITBS/ITED (fall/spring) for the 1987-88 and 1988-89 school years.

Table 6
Pre/Post ITBS/ITED Results for Reading Comprehension
for 1987-88, and 1988-89
(Percentile Ranks)

	1987-88			1988-89			1989-90		
Grade	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	10	31	+21	10	29	+19			
2	17	28	+11	16	26	+10			
3	17	28	+11	16	25	+9			
4	25	28	+3	22	23	+1	**Data not available at this time**		
5	20	26	+6	20	21	+1			
6	22	26	+4	17	24	+7			
7	22	23	+1	20	24	+4			
8	19	21	+2	16	23	+7			
9	24	27	+3	14	15	+1			
10	No students enrolled			11	20	+9			

Table 6 indicates the change in percentile rank from fall to spring at each grade level for students served during 1987-88 and 1988-89. Generally speaking, without impact of a program, percentile rank would be expected to remain nearly constant between a pretest and posttest. The reader is cautioned that due to the characteristics of the percentile rank scale, only general conclusions can be drawn from these results. It should also be noted that the results do not pertain to the same students over the two year period. Information concerning the same students over time may be found in the section of this report dealing with the longitudinal study.

Parent Contacts

1. During the 1988-89 school year, parents of 92.8 percent of middle school students were contacted personally at some time during the year as were 95.3 percent at the high school level. All program objectives in the parent contact area were met as a result of these levels of communication. While attainment of objectives for 1989-90 in this area can not be determined at this time, it is noted that during the first semester parents of 77.5 percent of the students in grades 1-5 were contacted personally.

Attendance

1. Attendance of Des Moines Plan students at the middle school level averaged 90.8 percent of the days possible at the middle school level during the 1988-89 school year. This represents an increase from the previous year during which the rate was 88 percent and compares to an average of 92.7 percent for non Des Moines Plan students at the same buildings. Data for 1989-90 attendance is not available as of this writing.

Writing Program

Outcomes of Process and Performance Objectives

1. Students that completed the composition checkpoint test in the fall of 1988 and spring of 1989 (grades 3, 5, 8 and 11) demonstrated an increase in the average holistic writing score from fall to spring at each grade level. Specific criteria for the amount of gain expected were not established at this time. The following information indicates the average holistic writing score for Des Moines Plan students who completed the writing assessment in the fall of 1988 and again in the spring of 1989. The range of possible holistic scores is from 0 to 10. Any change in the holistic score from the pre to post assessment suggests improvement based on impact of the program.

Grade	Number of Students with Pre- and Posttest Scores	Average Pretest Score	Average Posttest Score
3	298	4.0	4.4
5	167	3.5	3.8
8	100	3.2	3.9
11	146	3.0	3.9

2. Process objectives require that elementary lab teachers provide opportunities for students to engage in the writing process and maintain samples of their writing. There are four steps in the writing process as defined in the Des Moines program. They are: prewriting, drafting, revising and editing.

Writing to Read Program (WTR)

Outcomes of Process and Performance Objectives

1. Results of evaluation of process objectives indicate that over time, the WTR system was adapted by teachers to fit needs of students and staff. Some components of the program have remained intact indicating that they may have been perceived as strengths by the WTR teachers.
2. During the 1989-90 school year, each WTR center conducted an orientation session for students. Documentation submitted which described each session suggested that the information imparted would indeed acquaint students with the equipment and operational routine of the center.

3. Samples of writing from individual student files indicate that students are encouraged to practice their writing skills on a word processor.
4. During the 1988-89 school year, 369 or 70 percent of the students who had been served in WTR centers were not being served in the supplementary reading/writing lab program indicating they were not in need of additional help. Data for 1989-90 are not yet available.

Mathematics Lab Program

Outcomes of Process and Performance Objectives

Data for performance of students in 1989-90 on the ITBS and the ITED were not available at the time of this report. Table 7 presents results in total mathematics for students that completed the ITBS/ITED (fall/spring) for the 1987-88 and 1988-89 school years.

Table 7
Pre/Post ITBS /ITED Results for the Mathematics Composite
for 1987-88, and 1988-89
(Percentile Ranks)

Grade	1987-88 Pre	1987-88 Post	1987-88 Gain	1988-89 Pre	1988-89 Post	1988-89 Gain	1989-90[a] Pre	1989-90[a] Post	1989-90[a] Gain
1	16	24	+8	17	29	+12			
2	19	20	+1	20	21	+1			
3	23	25	+2	23	25	+2	**Data not available at this time**		
4	23	27	+4	25	30	+5			
5	29	32	+3	25	30	+5			
6	25	32	+7	26	34	+8			
7	24	27	+3	25	31	+6			
8	22	25	+3	25	24	-1			
9	11	13	+2	11	12	+1			

Table 7 indicates the change in percentile rank at each grade level for students in 1987-88 and 1988-89. Generally speaking, without impact of a program, percentile rank would be expected to remain nearly constant between a pretest and posttest. The reader is cautioned that due to the characteristics of the percentile rank scale only general conclusions can be drawn from these results. It should also be noted that the results do not pertain to the same students over the three year period. Information concerning the same students over time may be found in the section of this report dealing with the longitudinal study.

Parent Contacts

1. During the 1988-89 school year, parents of 88.5 percent of middle school students were contacted at some time during the year as were 90.1 percent o at the high school level. Program objectives in the parent contact area were met at all levels as a result of this degree of communication during 1988-89. While attainment of objectives for 1989-90 cannot be determined at this time, it is noted that during the first semester, parents of 78.1 percent of the students in grades 1 through 5 were contacted personally.

Attendance

1. Attendance of Des Moines Plan students at the middle school level averaged 90.2 percent of the days possible during the 1988-89 school year. This represents an increase from the previous year during which the rate was 89.8 percent and compares to an average of 92.7 percent for non-Des Moines Plan students at the same buildings.

PRODUCT EVALUATION—OTHER

Retention Information

Table 8 shows the number of students recommended for retention in grades 1 through 5 beginning with the year before the Des Moines Plan was implemented. Students are recommended for retention in late spring of each year and retentions take effect the next school year. Students who are recommended for retention do not necessarily get retained. The Department of Elementary Education collects this information. The percentage is derived from the enrollment figure the district reports on the third week in September of each year. For example, the 92 students recommended for retention in the first grade of 1985-86 are 3.7 percent of the district population of first grade students enrolled on the third week of September of 1985.

Table 8
Number of Students Recommended for Retention
1985-86 through 1988-89

	Grade Level														
Year Rec[a]	1	%	Enr[b]	2	%	Enr	3	%	Enr	4	%	Enr	5	%	Enr
1986-87	131	5.0	2632	67	2.9	2327	21	0.9	2244	21	1.0	2036	7	0.3	2006
1987-88	116	4.4	2610	48	1.9	2518	18	0.8	2193	14	0.6	2196	1	0.1	1988
1988-89	87	3.3	2648	39	1.5	2547	21	0.8	2549	6	0.3	2228	8	0.4	2262

[a] Year Rec is an abbreviation for year recommended for retention.

[b] Enr is an abbreviation for enrollment

Beginning with the 1986-87 school year through the 1988-89 school year, there has been a continual decrease in the percentage of students recommended for retention in grades 1, 2, and 4. In grade 3, the percentage decreased from 1986-87 to 1987-88 and then remained the same for 1988-89. The percentage in grade 5 recommended for retention fluctuates slightly from year to year.

One of the goals of the Des Moines Plan is to reduce retentions (see page 10). Though it cannot be shown that the Des Moines Plan has caused a reduction in the percent of students retained in grades 1 through 5, as it is only one of many variables, in general, the percentages have decreased slightly or stabilized since the implementation of the Des Moines Plan.

PRODUCT EVALUATION—LONGITUDINAL STUDY

The longitudinal study for the Des Moines Plan begins with students served during the 1987-88 school year. These students served the first year, 1987-88, were separated into four mutually exclusive groups. There were students served for one year only. These were students who exited the program because they exceeded the criteria for selection the next year, moved out of the district, left the district for another reason, or parent chose not to enroll. There were students served two consecutive years, 1987-88 and 1988-89. These students also would have exited the program or left the district as described above the year following 1988-89. There was another group of students served two years, but these students skipped a year. They were served in 1987-88, were not served in 1988-89, and were again served in 1989-90. Finally, there were students served for three consecutive years, 1987-88 through 1989-90. Tables 9 and 10 show the number of students who were served in the reading and mathematics labs of the Des Moines Plan beginning with the 1987-88 school year. The circle graphs following Tables 9 and 10 indicate the percent of students in each category shown in the tables.

Table 9
Number of Students Served in Reading Labs

Grade in 1987-88	Total in 1987-88	1 Year Only 1987-88	2 Consecutive Years, 1987-88 and 1988-89	3 Consecutive Years, 1987-88 thru 1989-90	2 Nonconsecutive Years, 1987-88 and 1989-90
K	357	150	13	0	0
1	598	304	64	9	5
2	576	283	107	91	59
3	359	173	121	136	31
4	279	145	59	129	32
5	153	54	58	98	30
6	232	77	21	61	18
7	215	73	61	68	6
8	186	103	94	91	8
9	165	154	70	43	4
10	1	1	7	4	4
11	0[a]	0	0	0	2
12	0[a]	0	0	0	0
Total	3121	1517	675	730	199
Percent of Total		(48.6%)	(21.6%)	(23.4%)	(6.4%)

[a] Students in grades 11 and 12 were not served in the Des Moines Plan Reading Labs in 1987-88.

Percentage of Des Moines Plan Reading/Writing Lab Students by the Number of Years Served

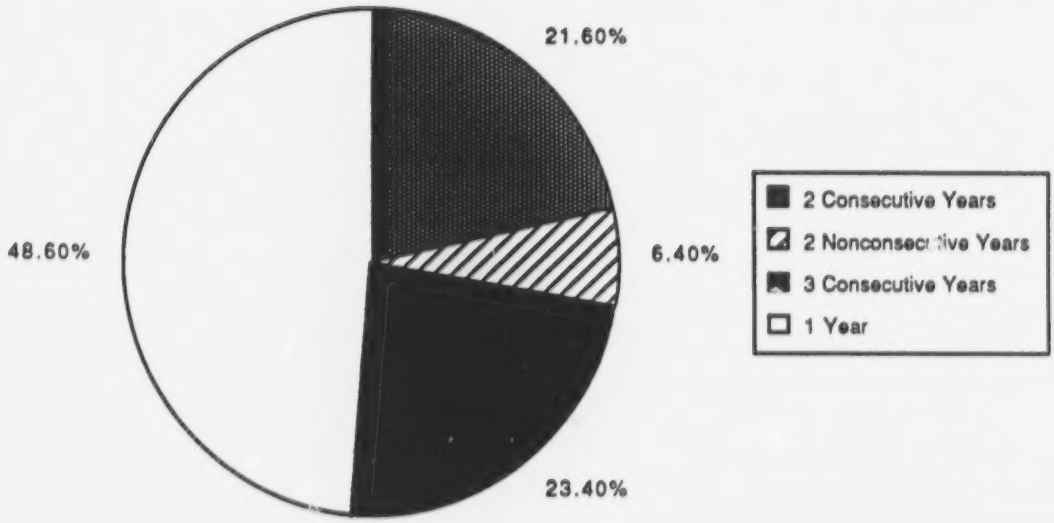


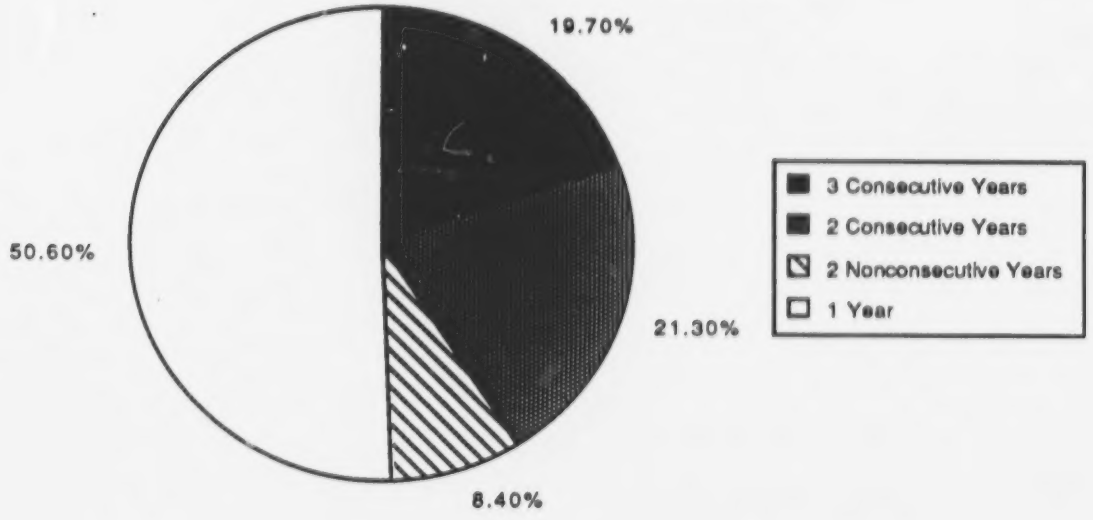
Table 10

Number of Students Served in Mathematics Labs

Grade in 1987-88	Total in 1987-88	1 Year Only 1987-88	2 Consecutive Years, 1987-88 and 1988-89	3 Consecutive Years, 1987-88 thru 1989-90	2 Nonconsecutive Years, 1987-88 and 1989-90
K	16	2	0	0	0
1	513	253	4	0	1
2	394	203	90	23	8
3	372	188	69	94	61
4	249	108	66	83	29
5	259	125	68	76	42
6	178	85	44	57	22
7	183	78	42	65	22
8	154	73	66	47	5
9	118	111	66	33	10
10	7	6	4	4	3
11	0[a]	0	0	0	1
12	0[a]	0	0	0	1
Total	2443	1237	519	482	205
% of Total		(50.6%)	(21.3%)	(19.7%)	(8.4%)

[a] Students in grades 11 and 12 were not served in the Des Moines Plan Mathematics Labs in 1987-88.

Percent of Des Moines Plan Mathematics Lab Students by the Number of Years Served



There were 3,121 students served in the reading lab in 1987-88. A total of 2,443 students, grades kindergarten through tenth, were served in the Des Moines Plan mathematics lab during 1987-88. The majority of students in both reading and mathematics labs, for the four mutually exclusive groups, were served one year only. There were 1,517 (48.6%) reading and 1,237 (50.6%) mathematics lab students served one year only. Although the number of these students who may have moved out of the district cannot be determined at this time, students served only one year would be considered the successes of the Des Moines Plan. They were not served in the Des Moines Plan again. The number of students served two and three consecutive years were approximately equal. The number of students served for two consecutive years in the reading labs was 675 (21.6%) and for three consecutive years, 730 (23.4%). There were 519 (21.3%) served two consecutive years in mathematics labs and 482 (19.7%) served for three consecutive years. The smallest number of students were served for two nonconsecutive years, 1987-88 and 1989-90, but not 1988-89. There were 199 (6.4%) reading lab students served two nonconsecutive years and 205 (8.4%) mathematics lab students served for two nonconsecutive years.

Iowa Tests of Basic Skills

One measure of achievement for Des Moines Plan students is the Iowa Tests of Basic Skills (ITBS). While being served, Des Moines Plan students, with the exception of kindergartners, are tested each fall and spring with the ITBS. Students who exit the Des Moines Plan would take the ITBS during the fall of the years they attend second, fourth, sixth, and seventh grades. The grade levels reported in this section are for the reference year, 1987-88. For example, a first grade student in 1987-88 would be in third grade during the 1989-90 school year if progressing one grade level each year. Detailed tables of the information described in this section are available from the Evaluation Department.

Reading/Writing Lab Students

The scores on the ITBS reading subtest which provides the basis for comparison for the students in reading lab are the ITBS reading subtest. Generally, students who are served one year in the reading lab increase their scores on the ITBS reading subtest during 1987-88 and then either maintain or increase their score during the years following their exit. The average percentile rank of the students, grades kindergarten through eighth during 1987-88, at the last testing time was between 25 and 47.

About one-half of the students in each grade level, kindergarten through eighth served two consecutive, three consecutive, and two nonconsecutive years, increased ITBS scores on the reading subtest from fall to spring of any given school year, but scores decrease from spring to fall of the next school year. No grade level showed continual increase in scores, but approximately three-fourths of the grades have an ITBS reading subtest score in fall 1988 or fall 1989 which is higher than the score during fall 1987. The average percentile rank of the students, grades kindergarten through eighth during 1987-88, at the last testing time was between 9 and 37.

Mathematics Lab Students

The scores on the ITBS mathematics overall composite which provides the basis for comparison for students in the mathematics lab are on the ITBS mathematics overall composite. Students who were served in the mathematics lab for one year only, generally increase their scores at every testing of ITBS. The average percentile rank of the students, grades kindergarten through eighth during the 1987-88 school year, at the last testing time was between 39 and 52.

About one-half of the students in each grade level, kindergarten through eighth, served two consecutive, three consecutive, and two nonconsecutive years, continually increased their mathematics overall composite scores at each testing time. The students who were served two nonconsecutive and three consecutive years had the greatest fluctuation of scores. Generally, scores available for the last testing time were increases from initial scores in fall 1987-88. The average percentile rank of the students, grades kindergarten through eighth during 1987-88, at the last testing time was between 13 and 38.

FUTURE PLANNING

As our community, an urban community, continues to be confronted with; an increased use of drugs and alcohol, an increased rate of teen pregnancy, an increase in the number of children living in poverty, an increase in single parent families, an increase in the high school dropout rate, an increase in the number of students speaking English as their second language, and an increase in the number of working parents, the community is also confronted with a need for well educated employees and actively involved citizens. The diverse needs of this community require`e the educational system to be responsive. The Des Moines Plan was initiated as a response to the community's need to provide all students needing assistance in basic skills, the opportunities to be successful demonstrated by competencies in reading/writing and mathematics upon graduating.

The Des Moines Plan has continually reviewed and refined the program to better meet the needs of students. Specific plans for the future are described below:

The following information was provided by the Des Moines Plan Supervisor:

1. Application has been made to become part of the Reading Recovery Model from Ohio. The program has been researched, a site has been visited and the longitudinal evaluation has been reviewed. If accepted, the program will be phased in at first grade to replace the K-1 Transitional Program as a method of intense individual instruction to prevent failures.
2. The Early Childhood Grants will be focusing on developmentally appropriate curriculum with small class size for kindergarten, first and second grades. Students will be heterogeneous grouped with smaller homogeneous grouping for specific instruction in reading and mathematics. Counseling, parent involvement and support services offered will emphasize the growth of the whole child.
3. During the 1990-91 school year, reading in the content area of social science will be implemented in the fifth grade. Writing will continue in the lab, but as it relates to comprehension as a strategy in reading.
4. During the 1990-91 school year, attitude or self-concept of lab students will be measured at all grade levels. Attendance and dropout rates will also be measured.
5. The School Within A School (SWS) and Des Moines Plan teachers will begin working more closely together to coordinate and integrate the programs wherever feasible.
6. The key to success for students begins in the classroom. Instruction in the classroom must be appropriate for all students. Classroom and Des Moines Plan teachers must work together. Scheduling should be coordinated to insure the best instructional program for the students. A variety of techniques will be used such as in class instruction, before and after school instruction, block scheduling, team teaching and the use of one teacher for instruction in both classroom and Des Moines Plan mathematics.
7. Students at risk should be considered the responsibility of all teachers, not just those teaching in special programs. More in-service for all classroom teachers on strategies of teaching and learning for students with educational needs would enable all teachers to better assist these students.
8. During the 1990-91 school year, the reading/writing curriculum at the middle school level will be reviewed. Content area material to provide instruction in reading and writing will be considered.
9. The Des Moines Plan staff will continue to coordinate and cooperate with other programs and agencies working to meet the needs of students at risk.